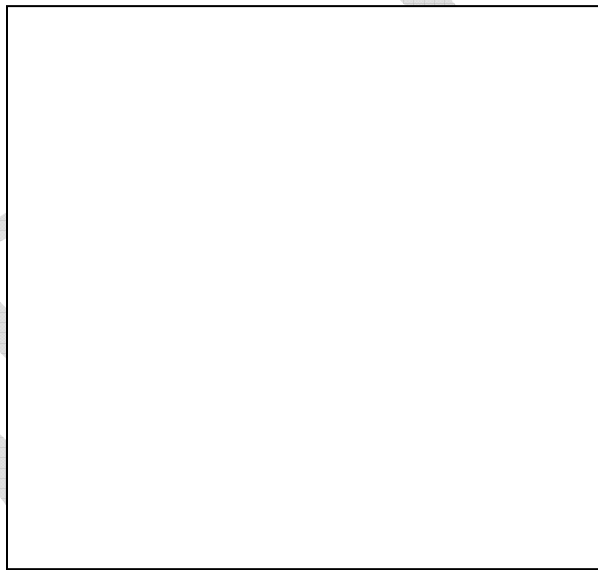


**ADMINISTRATORS' HANDBOOK**

**FOR**

**MISSOURI ADULT EDUCATION AND LITERACY PROGRAMS**





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## **INTRODUCTION**

The Adult Education and Literacy (AEL) Administrator's Handbook is a management tool to assist AEL program directors in the administration of local AEL programs. First, this handbook is designed as a quick reference summary of needed information; and second, to guide directors to a hotlink(s) to locate the appropriate information needed to effectively manage the local AEL program. Using electronic files assures directors that they are using the most current information and forms for completing and submitting reports to DESE; therefore, documents for managing the AEL program are located on either one of the following two websites:

- Department of Elementary and Secondary Education (DESE), AEL Section  
<http://dese.mo.gov/divcareered>
- Missouri Adult Education and Literacy Professional Development Center (MAEL PDC).  
<http://www.maelpdc.org>

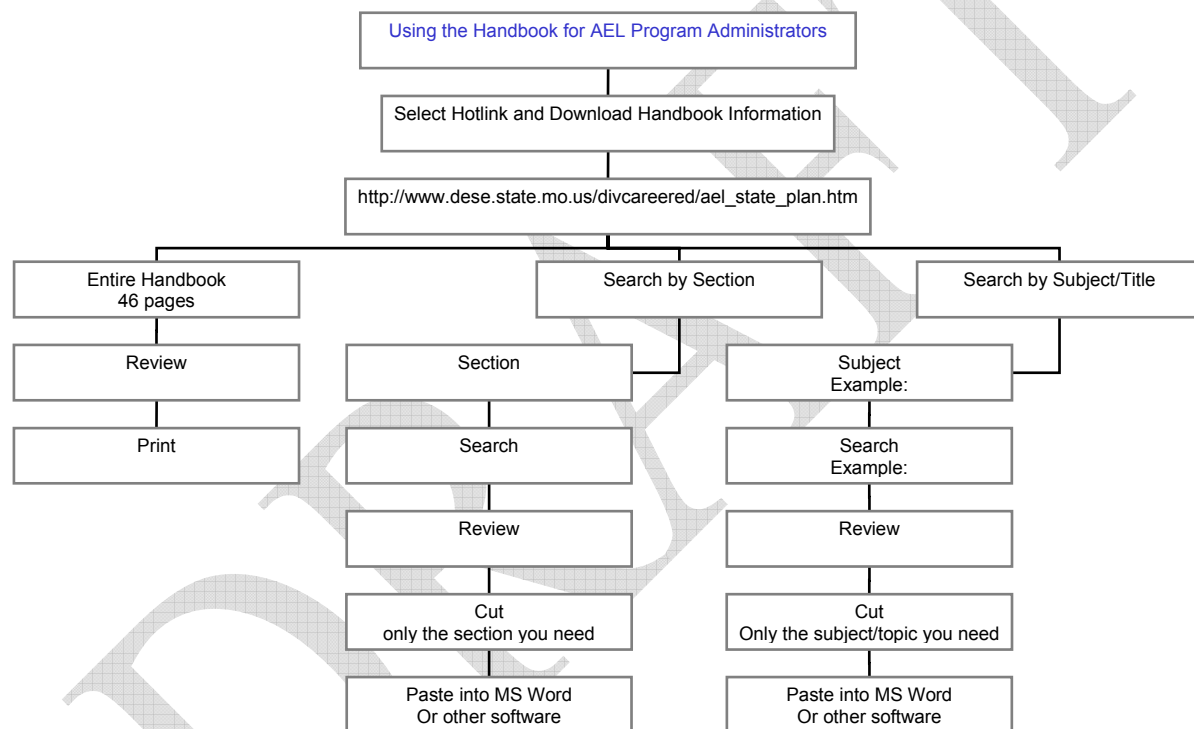
To assure that directors have immediate, pertinent information, each section contains a descriptive title, summary of information, deadlines for reports, and Frequently Asked Questions (FAQ's) and in addition:

1. Section I includes an annual, 12-month calendar with AEL state deadlines. The calendar includes a checklist so directors can record which reports have been submitted to DESE, AEL Section.
2. Section II includes budget and funding information.
3. Section III includes information on managing an AEL program.
4. Section IV includes assessment, instruction, and distance learning tools.
5. Section V includes student learner information.
6. Section VI includes AEL teacher certification and professional development information.



7. Section VII includes equipment, inventory, and technology information.
8. Section VIII includes national, regional, state, and local contact information.

The handbook concludes with an index of keywords/definitions and acronyms and the page number where the words can be found in the handbook.



In order to access the electronic forms and documents, hotlinks for topics are listed in each section to assure that directors can search, select, review, cut and paste, and/or print current entire documents as needed to administer an AEL program.



Seven AEL program directors, representing the interests of all Missouri AEL program directors, served on the statewide advisory committee and assisted with the development of the AEL Handbook for use by Missouri's AEL program administrators. The advisory committee members are listed below with the AEL program they represent:

1. Mary Henley, Department of Corrections
2. Lorene James, Kansas City
3. Phyllis Jay, Crowder College
4. Betty Kimberling, St. Joseph
5. Joanne Nauss, Della Lamb
6. Galen Snodgrass, Carthage
7. Lonnie Taylor, Poplar Bluff

Before the final handbook revisions were made, there were an additional 10 AEL program directors, not on the committee, that assisted DESE by reviewing the draft of the handbook. These 10 AEL program directors with the AEL program they represent were:

1. Nancy Branson, Cape Girardeau
2. Lenore Chambers, Blue Springs
3. Janet Geary, North Kansas City
4. Ramona George, Springfield
5. Patricia Knowles, Macon
6. Stephanie Lewis, Waynesville
7. Karl Steenberg, St. Louis Comm. College



8. Linda Stephens, Maryville
9. Annell Wayman, Kirksville
10. Bob Weng, St. Louis

Special thanks goes to each of these 17 AEL program directors for taking time from their other responsibilities to provide invaluable assistance toward the handbook development.

Linda Hays, AEL Supervisor and Steve Coffman, AEL Director, DESE, provided direction, support, and assistance from the AEL Section of the Missouri Department of Elementary and Secondary Education, Division of Career Education. The Missouri AEL Professional Development Center (MAEL PDC) administered the project to develop the handbook. Judith Moore, Special Project Developer and John Stains, Director, MAEL PDC of North Central Missouri College provided technical support for the project.

*Every effort was made to provide accurate, up-to-date information; however, if there are errors it was inadvertent on the part of the writers and reviewers of the handbook. If you find errors, we would appreciate you bringing them to DESE's attention at 573-751-1249.*



## SECTION I ANNUAL CALENDAR

2004							2005 FISCAL CALENDAR CHECKLIST FOR DESE REPORTS			2005									
July							Due Date	AEL DEADLINES	Check When Done	January									
S	M	T	W	T	F	S				S	M	T	W	T	F	S			
					1	2	3				1								
4	5	6	7	8	9	10				2	3	4	5	6	7	8			
11	12	13	14	15	16	17				9	10	11	12	13	14	15			
18	19	20	21	22	23	24				16	17	18	19	20	21	22			
25	26	27	28	29	30	31				23	24	25	26	27	28	29			
										30 31									
August										February									
S	M	T	W	T	F	S	July 31	Burned copy of ACES.mdb database for previous fiscal year.		S	M	T	W	T	F	S			
1	2	3	4	5	6	7							1	2	3	4	5		
8	9	10	11	12	13	14				6	7	8	9	10	11	12			
15	16	17	18	19	20	21				13	14	15	16	17	18	19			
22	23	24	25	26	27	28				20	21	22	23	24	25	26			
29	30	31								27	28								
September										March									
S	M	T	W	T	F	S	October 10	First Quarter Reports for Special Grants		S	M	T	W	T	F	S			
					1	2	3	4							1	2	3	4	5
5	6	7	8	9	10	11				6	7	8	9	10	11	12			
12	13	14	15	16	17	18				13	14	15	16	17	18	19			
19	20	21	22	23	24	25				20	21	22	23	24	25	26			
26	27	28	29	30						27	28	29	30	31					
October										April									
S	M	T	W	T	F	S	Jan 10	AEL Mid-Year and Special Grants 2 <sup>nd</sup> Quarter Reports		S	M	T	W	T	F	S			
					1	2									1	2			
3	4	5	6	7	8	9				3	4	5	6	7	8	9			
10	11	12	13	14	15	16				10	11	12	13	14	15	16			
17	18	19	20	21	22	23				17	18	19	20	21	22	23			
24	25	26	27	28	29	30				24	25	26	27	28	29	30			
31																			
November										May									
S	M	T	W	T	F	S	May 31	Renewal Letter		S	M	T	W	T	F	S			
					1	2	3	4	5	6	7								
7	8	9	10	11	12	13				8	9	10	11	12	13	14			
14	15	16	17	18	19	20				15	16	17	18	19	20	21			
21	22	23	24	25	26	27				22	23	24	25	26	27	28			
28	29	30								29	30	31							
December										June									
S	M	T	W	T	F	S				S	M	T	W	T	F	S			
					1	2				3	4						1	2	3
5	6	7	8	9	10	11				5	6	7	8	9	10	11			
12	13	14	15	16	17	18				12	13	14	15	16	17	18			
21	20	21	22	23	24	25				19	20	21	22	23	24	25			
26	27	28	29	30	31					26	27	28	29	30					



## **SECTION II BUDGET AND FUNDING**

### **DUE DATES**

AEL program expenditure reports:

- Final budgets – July 31. Must be signed by executive officer and submitted.
- Mid-Year Report – January 10. For all grant expenditures from July 1 to Dec. 31.
- Final Expenditure Report (FER) - May 15. Estimated final expenditure report for current fiscal year (FY).
- Amendments to the FER for the completed fiscal year are due July 10.

Due dates for Special Grants; such as, Special Literacy, ESL/Family Literacy, Missouri ESL, EL/Civics, and Supplemental Literacy Grants are:

- 1<sup>st</sup> Quarter Report - October 10. For all grant expenditures from July 1 to Sept. 30.
- 2<sup>nd</sup> Quarter Report – January 10. For all grant expenditures from Oct. 1 to Dec. 31.
- 3<sup>rd</sup> Quarter Report – April 10. For all grant expenditures from Jan. 1 to March 31.
- Final Expenditure Report (FER) - May 15. Estimated FER for the current fiscal year.
- Amendments to the FER for the completed fiscal year are due July 10.

**NOTE:** Report dates falling on Saturday or Sunday will be due on the following Monday.

### **PROCESS OF DETERMINING AEL FUNDING**

Each year, Adult Education and Literacy funding is based on the federal and state appropriations. The State appropriation is not final until the Governor signs the budget for the Department of Elementary and Secondary Education. The total amount of each program budget is based on funding formulas which are derived from past student participation and performance.



## **CORE FUNDING**

Core funding calculations will be based from a four-year cycle of total audited contact hours beginning from two years previous to the current fiscal year. Fifty percent (50%) of the calculation will be based on each local program's total number of audited contact hours from two years prior. The remaining fifty percent (50%) of the calculation will be based on fifty percent (50%) of the local program's three-year average preceding the first year calculated.

### **EXAMPLE: Funding for FY05 Program Year**

First Year Calculated

1. FY03 Contact Hours

24,000 (24,000 X 50% = 12,000) Hours used in formula

2. 3-year Average Contact Hours

FY02 19,000

FY01 17,000

FY00 21,000

$19,000 + 17,000 + 21,000 = 57,000 / 3 = 19,000$  Contact Hours

19,000 (19,000 X 50% = 9,500 Hours used in formula)

3. Current contract rate = \$2.70

FY03 Contact Hours for formula 12,000 X \$2.70 = \$32,400.00

3-year Average for formula 9,500 X \$2.70 = \$25,650.00  
(FY00-01-02)

**FY05 Total Core Funding** \$58,050.00

One contact hour is defined as 60 minutes of attendance by an AEL student in a state approved AEL class conducted by a certified AEL teacher. No teacher may generate more than 15 contact hours per hour. No contact hours are generated by a program if: 1) the teacher is not certified, 2) the teacher salary is funded with moneys other than AEL funding, or 3) the teacher is a volunteer. (NOTE: A volunteer teacher is in charge of the class; a volunteer tutor works under the supervision of a paid certified teacher. Substitutes are considered certified if they meet the appropriate criteria. See Section VI.)



## **PERFORMANCE FUNDING**

Performance funding is based on the number of individuals who attained success through AEL programs and services. When a student has progressed from a beginning AEL level to a higher AEL level, the beginning level is attained. The recognized performance measures are GED Attainment and NRS Literacy Level Completion. Performance funding will be calculated from the total number of individuals multiplied by the attainment rate for each performance measure.

Example: (Based on FY04 amounts)

	# of Attainments	Amt.	Total
AEL 1	13	\$200.00	\$2,600.00
AEL 2	11	\$125.00	\$1,375.00
AEL 3-5	24	\$ 50.00	\$1,200.00
GED Attainment	16	\$100.00	<u>\$1,600.00</u>
		Total	<u>\$6,775.00</u>

### **Special Targeted Allocations**

Special targeted allocations may be made available during each fiscal year. These allocations may include, but are not limited to, data collection, marketing, technology, and/or supplemental literacy. Each targeted allocation may require the submission and approval of a plan (with budget and narrative) prior to funds being expended.

## **PROCESS FOR APPROVING AND REVISING PROGRAM BUDGETS**

### **Approval of Allocations**

Approval of allocations for each program's final budget is typically distributed prior to the beginning of the fiscal year (July 1). The Superintendent, President, or the Executive Director of the program must sign final budgets using the AEL budget form. The signed budget form must be returned to DESE by July 31.

### **Budget Agreement**



A budget agreement will be entered into by and between the local adult educational program's fiscal agent and DESE. The agreement will be for the current fiscal year and must be resubmitted each year of renewal. The DESE due date for renewal letters is May 31. The budget agreement will indicate the categories in which expenditures are authorized and the maximum amount authorized for expenditures in each category.

#### Revising Budgets

Fiscal agents are allowed a maximum of 10% flexibility between budget line items. Any amount over 10% requires prior written approval of the State Director of Adult Education and Literacy. Local Adult Education and Literacy (AEL) fiscal agents must have budget additions and line item changes made prior to making expenditures.

### **PROCESS FOR RECEIVING REIMBURSEMENT**

#### AEL Budget

The AEL budget is composed of both State and Federal funds. Federal funds may be carried over from one fiscal year to the next.

#### Payments

Payments will be made quarterly to the local education agency unless a different arrangement is requested and approved in writing prior to the grant being awarded. The first and third quarter payment will be one fourth of the final approved budget.

#### Amendments

Any amendments to the Final Expenditure Report are due July 10, of the following fiscal year. Please note that if the due date falls on Saturday or Sunday, the expenditure reports will be due on the following Monday. The amendment is used to determine over/under payments to programs. DESE will not pay the difference owed to programs that overspend. If a program owes federal money, DESE will deduct the overpaid



federal dollars from the first or second quarter payment of the next fiscal year. If a program owes state money, DESE will request a refund check for the overpaid state dollars.

#### Adjusted Budget/Financial Reports

A copy of the Financial Report showing items disallowed will be sent to the chief executive officer as an explanation for an adjusted reimbursement. Financial Reports will be adjusted if they contain:

- Expenditures made prior to the approval dates are not reimbursable.
- Incomplete information.
- Unauthorized expenditures (i.e. rent, utilities or custodial services).
- Expenditures exceeding line item authorization.

#### **Supplemental Literacy Funding**

Supplemental Literacy Funding can be obtained two ways:

1. Growth and Expansion Request (GER) funding, or some funding from local sources.
2. The following sequence of activities:
  - a. Appoint a Literacy Coordinator.
  - b. Ensure that the Literacy Coordinator receives appropriate training including Laubach Literacy training.
  - c. Train volunteer tutors.
  - d. Record volunteer hours for a year.
  - e. Submit the volunteer hours spreadsheet to the state office at the end of the year.
  - f. Receive funding based on the volunteer hours from two years' ago.



#### Other Funding Resources

The GER may be made available during each fiscal year, depending on available funding. Approval will be based on the rationale and supportive information to reinforce the request for additional funding. Local programs have the option of soliciting outside funding sources to operate the local program.

#### Budget Codes

Budget codes can be found on page 8 of [Appendix C](#).

#### Forms/Paperwork

Forms and paperwork are at <http://www.dese.state.mo.us/divcareered/forms.htm>

#### Hot Links

Hot Links to Current Document can be found at

[http://www.dese.state.mo.us/divcareered/ael\\_state\\_plan.htm](http://www.dese.state.mo.us/divcareered/ael_state_plan.htm)

#### Mileage and Meal Reimbursement Rates

Mileage and meal reimbursement rates are determined at the local program level.



## **SECTION III MANAGING AN AEL PROGRAM**

### **PROGRAM MANAGEMENT**

- July 1<sup>st</sup>- Beginning of Fiscal Year
- April 1<sup>st</sup>- Self Evaluations are due at DESE
- June 30<sup>th</sup>-End of Fiscal Year
- Ongoing- Program Self-Evaluation

### **STARTING AN AEL PROGRAM**

The first step in starting an AEL Program is to conduct a needs assessment of the area to be served. Application must also be made to DESE for funds to begin an AEL program using the Invitation For Bids (IFB). For current IFB and deadlines for submission, go to [http://dese.mo.gov/divcareerred//adult\\_ed\\_and\\_literacy\\_index.htm](http://dese.mo.gov/divcareerred//adult_ed_and_literacy_index.htm)

Steps necessary to start an AEL program:

1. Prepare annual budget.
2. Establish, organize, and work with an AEL advisory committee. See Section VIII, Contact Information, for further details on starting an advisory committee.
3. Submit "Class Schedule Form" to the State Director of Adult Education and Literacy at the beginning of each fiscal year, and as changes occur throughout the year.
4. Find suitable classroom facilities, materials, and supplies.
5. Employ and train qualified teachers and support staff. When hiring teachers, the student-to-teacher ratio in a given class should not exceed 15:1. For certification requirements, see Section VI, Missouri Adult Education and Literacy (AEL) Teacher Certification and Professional Development.



6. Provide services designed to meet the special needs of educationally disadvantaged adults.
7. Market the program in the area. Use the state AEL logo. Marketing ideas include:
  - Brochures
  - Posters
  - Talks at local meetings
  - Letters to area public schools
  - WIB board members
  - Service clubs
  - Free local radio and TV public service announcement and programs
  - Etc.
8. Become familiar with other AEL program directors in your area and around the state as other program directors are an invaluable source of information. MAELAA hosts regional meetings twice a year where local directors have an opportunity to network. See Section VIII, Contact Information, for current MAELAA contacts.

### **MAINTAINING AN AEL PROGRAM**

1. Maintain accurate program records such as:
  - Enrollment
  - Testing
  - Exit
  - Contact hours
  - Certification
  - Budget



2. Submit reports by dates required. Section I, Annual Calendar and Checklist For DESE Reports, was developed as a quick reference guide for AEL program administrators to be used as an on-going checklist of:
  - What reports are due
  - The due dates of these reports
  - Hot links to the specific report forms
3. Provide coordination between the program and other agencies in the area being served
4. Continually survey the area to identify and accommodate the various adults needing AEL services.
5. Require regular and ongoing systematic support and evaluation of each teacher, at each site, at least twice annually.

### **EVALUATING AN AEL PROGRAM**

Adult Education and Literacy programs will be evaluated annually using [Appendix F](#).

Local program evaluation information should be viewed as both a program and as individual classes to get a better picture of your entire AEL program. Main areas of evaluation are:

1. Evaluate contact hours looking at:
  - Hours generated in different locations and
  - Hours generated by different teachers



2. Evaluate pre- and post-testing information looking at:

- The rate of pre-testing
- The rate of post testing

3. Evaluate student progress looking at:

- The percentage of students who show progress
- The amount of progress students are making

Evaluation data will be submitted as required by DESE.

Programs funded through Local Educational Agencies will also be evaluated in conjunction with Missouri's School Improvement Program (MSIP) evaluations.

Programs funded that are not part of a Local Educational Agency will receive a comprehensive evaluation every five years by a team of DESE representatives.

### **IMPROVING AN AEL PROGRAM**

Completing an evaluation as outlined above will assist in improving your AEL program.

Some items to consider when looking at the data collected might be:

If there is a drastic increase in contact hours in a given class, you should:

- Hire and train additional teachers.
- Look at the instructional practices of the teacher.
- Recent changes in the community.



Pre-post testing information not being collected? If this information is not being collected, you should:

- Reinforce the importance of testing with the teachers.
- Retrain teacher on completing paperwork.
- Ensure students are staying long enough to be post-tested.

Other ways to improve your AEL program are to:

- Invest in staff development through both the state and the local level.
- Encourage your staff to become involved in community groups and agencies.
- Actively seek partners that complement your program.

### **Networking**

Select this hot link for a listing of [Missouri's AEL programs](#) and other AEL program information as a networking resource.



## **Retention Of Records**

Missouri State Law (RSMo chapter 109) governs the retention and destruction schedules of public documents. The schedules for county and municipal governments and minor political subdivisions are available by request in a printed manual or the website at <http://www.sos.mo.gov/archives/localrecs/schedules>.

Please call (573) 751-9047 to obtain a manual specific to your office and records type.

### **ADULT EDUCATION AND LITERACY**

### **Years to Retain**

Annual Financial Report to State Department of Education (FER)	<i>5 Years</i>
Annual application to state for reimbursement	<i>5 Years</i>
Student records that include: enrollment, attendance, testing, and exit information.	<i>5 Years</i>
Adult Education Questionnaire (Appendix F)	<i>1 Year</i>
Technology Plan for local program	<i>5 YEARS</i>
Equipment Inventory List	<i>Current</i>

### **PERSONNEL**

Certified and non-certified Personnel annual retirement information	<i>PERMANENT</i>
Personnel File (non-certified) work assignments, social security records, retirements records, date hired, summative evaluation	<i>PERMANENT</i>
Personnel File (certified) date hired, teacher contract, certificate, retirement information summative evaluation, social security records	<i>PERMANENT</i>
Substitute Teacher Record	<i>3 YEARS</i>



## SECTION IV ASSESSMENT, INSTRUCTION, AND DISTANCE LEARNING TOOLS

This section covers three areas: assessment tools, instructional tools, and distance learning information.

### **ASSESSMENT TOOLS**

Note: Only TABE & CASAS scores may be reported to DESE for performance funding.

1. TABE (Tests of Adult Basic Education) tests adult skills in reading, language, mathematics and spelling. Published by McGraw-Hill.  
For further information, contact McGraw-Hill-Contemporary at [www.mhcontemporary.com](http://www.mhcontemporary.com).

TABE Forms 7 & 8 (5 levels)

<u>Level</u>	<u>Grade Equivalent</u>
L	0 - 1.9
E	1.6 - 3.9
M	3.6 - 6.9
D	6.6 - 8.9
A	8.6 -12.9

2. CASAS (Comprehensive Adult Student Assessment System) has five levels that relate to the six NRS (National Reporting System) levels. It assesses ABE as well as ESL. For further CASAS information, contact CASAS Quality Assessment and Accountability Systems.
3. Official GED Practice Test (published by Steck-Vaughn) is a half-length test available in five forms in English, two in Spanish and French. Large print



and audio versions of the official GED Practice Tests are also available at [www.steck-vaughn.com](http://www.steck-vaughn.com).

4. SORT (Slosson Oral Reading Test) is a test designed to give a quick estimate of a person's level of word recognition.

When students are ready to apply to take the GED, information regarding what the student needs to do to apply can be found at

[http://dese.mo.gov/divcareered/ged\\_index.htm](http://dese.mo.gov/divcareered/ged_index.htm)

For further details on the NRS levels, contact

[http://dese.mo.gov/divcareered//ael\\_state\\_plan.htm](http://dese.mo.gov/divcareered//ael_state_plan.htm).

### **FREQUENTLY ASKED QUESTIONS (FAQ'S)**

*What tests may be administered in an AEL program?*

You may use any test that will help you assess and instruct your students, however, **only** TABE & CASAS may be reported to DESE for performance funding.

*What subject area is used for performance funding for ESL students?*

The subject areas that may be used to determine performance funding are:

- Reading
- Listening
- Math
- Writing

*What subject areas are used for performance funding for AEL students?*

The subject areas that may be used to determine performance funding are:

- Reading
- Math
- Language



## **INSTRUCTIONAL TOOLS**

The choices of instructional tools are really questions about what materials best meet the student needs. The instructional tools used are based on the student's achievement on the assessment tests. Students' academic levels are defined by these tests. TABE and CASAS provide ready-made curriculum. Students scoring below 5.9 grade equivalent (GE) are considered literacy level and require literacy level material. Students who are above a 9<sup>th</sup> grade level should be exposed to material that correlates with the Official Practice Test.

The variety of instructional tools that may be used in the educational process of AEL students is diverse and can come in many different formats. Regardless of the format, the instructional tool should build on one of the six levels of learning from Bloom & Kemp (1956).

The six levels of learning are:

1. Knowledge-recall or recognize information.
2. Comprehension-understanding the meaning.
3. Application-use abstractions to solve different problems.
4. Analysis-break down material into parts, detect relationships, and how they are organized.
5. Synthesis-put ideas and information together in unique way to create something new.
6. Evaluation-make a judgment about value or worth of information.

Forms of instructional tools include the following categories:

### ❖ Print Media

- Books-The numbers of suppliers of instructional tools are endless
- Websites include [www.delta-systems.com](http://www.delta-systems.com), [www.longman.com](http://www.longman.com), [www.newreaderspress.com](http://www.newreaderspress.com), and [www.sdlback.com](http://www.sdlback.com)



- Newspapers
- Magazines
- Trade publications
- ❖ Computer Assisted Instruction
  - Plato
  - BLS Tutorsystems
  - SkillsTutor
  - English Discoveries
  - ELLIS
  - Academy of Reading
- ❖ Resources
  - Marco Polo
  - Realia
  - GED Connections (GEDC)
  - Workforce Essential Skills
  - Career and Technical Education Resources ([CATER](#))
  - Learningexpresslibrary.com
  - GED Online at [www.gedonlineclass.com](http://www.gedonlineclass.com)
  - Local district instructional tools approved by AEL Director

### **FREQUENTLY ASKED QUESTION (FAQ)**

*[What is the goal of every AEL staff member?](#)*

Assisting students in achieving their stated goals and increasing performance should be the goal of every AEL staff member. All instructional tools should meet students' needs at the grade equivalent of the learner and be understood by the teacher. The local AEL director should approve instructional tools.



## **DISTANCE LEARNING**

Distance Learning is learning that takes place outside the traditional AEL classroom, where the teacher and student are separated by different physical settings.

### **FORMS/PAPERWORK**

A skill sheet is a form completed by the student and given to the onsite teacher when the student comes in to test on the TABE prior to working online.

### **HOT LINKS**

Distance learning information can be found at the following websites:

[www.gedonlineclass.com](http://www.gedonlineclass.com), [www.ket.org/enterprise/](http://www.ket.org/enterprise/), and [www.gedpractice.com](http://www.gedpractice.com).

### **Distance Learning Option A is Online Instruction**

Students who apply for online learning will need to complete a face-to-face orientation. Teachers will provide orientation and TABE testing. Orientation and testing combined with online instruction will allow the student to qualify as a 12-hour student in the local program. This will allow performance funding to count for that student. Students will be monitored and mentored by a distance learning teacher who will request post-testing and make new learning assignments as students achieve.

#### **Registration deadlines for GED Online Class**

**Fall:** Sept. 15-Oct. 15

**Winter:** Jan. 15-Feb. 15

**Spring:** April 15-May 15

**Summer:** July 1-July 30

### **Distance Learning Option B is Video/PBS Resources**

This distance learning option is targeted toward programs with classrooms in libraries and/or Career Centers. The GED Connections (GEDC) materials include 38 half-hour



video lessons, three student workbooks, and teacher materials. The Workplace Essential Skills (WES) materials include 24 half-hour video lessons, a set of four student workbooks, and teacher materials. Both of these components have an orientation tape. Online enrichment activities are also available for both the GEDC and WES.

Both distance learning options A and B may also have access to other online resources.

For a complete listing of available online programs visit [www.gedonlineclass.com](http://www.gedonlineclass.com).

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## **SECTION V - STUDENT LEARNER**

### **STUDENT ENROLLMENT PROCESS**

1. Program intake/orientation including screenings.
2. Completion of state approved enrollment form.
3. Administration of state approved assessment test (pre-test). See Section IV, Assessment, Instruction, and Distance Learning Tools for assessment tests.
4. Programs keep student work in folders. Some programs create two folders for each student to include the following information:
  - A. Administrative folder (for teacher use), which includes:
    - 1) Copy of enrollment form
    - 2) All testing information
    - 3) Any program intake/orientation information
    - 4) Post test information
  - B. Student folder which includes:
    - 1) Prescription sheets
    - 2) Daily activity sheet
    - 3) Student work
5. Post Testing should be done after sufficient time on task will result in an improvement in the student's Educational Functioning Level. Factors to consider when determining post test readiness:
  - 1) Frequency and intensity of attendance
  - 2) Ability to retain newly acquired knowledge
  - 3) [Educational functioning level](#)
6. Guidelines for post testing:
  - 1) Both ESL and AEL students who are at the lower educational functioning level may require 60 – 100 hours or more of instruction prior to post testing.
  - 2) AEL students at the higher levels may be post tested as soon as 20 – 30 hours of time on task.
7. Other Assessment tools:
  - 1) Slosson for very low level readers
  - 2) Practice GED
8. All demographic and testing information must be submitted to the state.



9. Termination of student enrollment
  - A. If a student stops attending class without informing you, be sure to contact them and find out if they plan to return. If you cannot reach a student who has stopped attending class, be sure that a termination form is filled out for that student, and is submitted to the local AEL program director.
  - B. At the end of each fiscal year (June 30), every student must have a termination form filed to properly exit the program. All students who are still attending after July 1 must be re-enrolled for the new fiscal year.

### **SUGGESTIONS FOR AEL CLASSROOM PROCEDURES**

**Procedures are developed on a local basis and may vary by local program.**

#### **First-time students**

- Complete enrollment and orientation process.
- Administer proper pre-test.
- Set up student file and administrative student folder.
- Submit proper paperwork to the designated staff.

#### **Continuing Students**

- After an amount of time in class (determined locally), student should be post-tested with the same assessment tool as before using the appropriate procedures.
- Readjust instruction based on post-test results and student goals.
- Submit post-test information to designated staff.

#### **When to administer the Practice GED**

- The Practice GED can be administered at the teacher's discretion based on student progress.

#### **When to submit an application to take the GED**

- When students are ready to apply to take the GED, information regarding what the student needs to do to apply can be found at [http://dese.mo.gov/divcareered/ged\\_index.htm](http://dese.mo.gov/divcareered/ged_index.htm)

#### **When to complete the demographic form**

- The student should attend the demographic workshop only after they have received State authorization to take the GED.



## **FREQUENTLY ASKED QUESTIONS (FAQ'S)**

### *What is an eligible student?*

An eligible student:

- Must be 16 years old.
- Must not be enrolled in any other K-12 program.

### *How long do I have before I must pre-test a student?*

Pre-testing must be completed in order to assign work; therefore, pre-testing should be done immediately after the intake/orientation is complete.

### *How do I convert TABE/CASAS results into assignments?*

This will depend on the resources available in your program. If your program uses scan cards and the Educators Computer Software (ECS), Tests of Adult Basic Education (TABE), you will have a prescription sheet to assist in assigning work. Prescription sheets list areas of weakness in the form of objectives, and recommended materials to be used by student. If you use the Scoreze you will need to determine the areas to be remediated and then evaluate the resources available.

For Comprehensive Adult Student Assessment System (CASAS), examine the objectives within the levels and develop lessons from available resources.

### *What data do I need to collect and how do I collect it?*

All information that the state needs is on the approved enrollment form. This is also the data needed for ACES. It is suggested that the data be kept in the local classroom as well as in the program office so you have a backup should there be any discrepancies.

### *Which individuals are not eligible to take the GED in Missouri?*

Individuals with a high school diploma or GED, or individuals who are not Missouri residents are not eligible to take the GED in Missouri.



## **SECTION VI - CERTIFICATION/ PROFESSIONAL DEVELOPMENT**

### **MISSOURI ADULT EDUCATION AND LITERACY (AEL) TEACHER CERTIFICATION AND PROFESSIONAL DEVELOPMENT**

#### **THIS IS A DRAFT OF REVISIONS TAKING PLACE AT DESE**

*All program administrators and teachers in AEL funded programs must have a valid AEL teaching certificate [REVISED 2004].*

#### **I. GENERAL REQUIREMENTS:**

- A. The applicant must submit a joint application verifying contracted employment from a Missouri educational institution.

#### **II. PROFESSIONAL REQUIREMENTS:**

- A. A baccalaureate degree from a college or university (B.A. or B.S.); and
- B. Successful completion of an AEL Beginning Teacher Workshop authorized by the Adult Education section of the Department of Elementary and Secondary Education.

#### **III. CAREER ADULT EDUCATION AND LITERACY CERTIFICATE – CAREER CONTINUOUS**

- A. Career Continuous AEL classification will be issued to an applicant upon completion and verification of the following:
  - 1. Four (4) years of state-approved teaching experience;
  - 2. Participation in a two (2) year mentoring program;
  - 3. Beginning Teacher Assistance Program (*currently called ITW*);
  - 4. 60 hours of professional development (*currently ETW*); and
  - 5. Successful participation in an annual performance-based teacher evaluation.



B. The AEL Career Continuous is continuous upon verification by the employing school district that the certificate holder has participated in a performance-based teacher evaluation and completed twenty (20) contact hours of professional development each school year.

1. Individuals possessing an AEL-Career Continuous, who do not complete twenty (20) contact hours of professional development each year, may within two (2) years make up the missing hours. The individual must first meet the twenty (20) hour requirement for the current year and then count the excess hours as make-up hours;
2. An AEL-Career Continuous becomes inactive if the individual does not make up the requisite hours within two (2) years; and/or
3. An AEL-Career Continuous may be reactivated by the individual completing twenty-four (24) contact hours of professional development within six (6) months prior to or after the reactivation of the certificate. Failure of the individual to complete the twenty-four (24) contact hours within six (6) months will result in the certificate becoming inactive; and

C. The AEL-Career Continuous holder is exempt from the twenty (20) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

- 1.** Ten (10) years of state-approved teaching experience;
- 2.** A master's degree from an accredited college or university; and/or
- 3.** Certification from the National Board for Professional Teaching Standards.

For further teacher certification details, see Section VI in this handbook and the link, [AEL Teacher Certification Requirements](#) on the State AEL website. Use the link [Teacher Application](#) to download the AEL Teacher Application.



## RECORD KEEPING OF CERTIFICATION REQUIREMENTS

Local AEL program directors will be responsible for maintaining records of certification status and will make records available when requested.

## STAFF DEVELOPMENT ACTIVITIES

DESE approved workshops and in-services are scheduled through the Missouri Adult Education and Literacy Professional Development Center (MAEL PDC) and are currently offered regionally and online. For further details, contact the [MAEL PDC](#) for professional development training dates and enrollment forms.

## **SUBSTITUTE TEACHER REQUIREMENTS**

All substitutes must have at least 60 semester hours of college credit and be approved through the Department of Elementary and Secondary Education. This approval includes a background check. Public School programs will have a list of approved substitutes on file.

## **FREQUENTLY ASKED QUESTIONS (FAQ'S)**

*Must AEL Directors attend the beginning training sessions?*

Yes, to obtain the initial AEL Certificate, directors must attend the beginning teacher training session to fulfill state AEL certification requirements. The beginning teacher training is updated continually. Therefore, the program director attending the beginning teacher training session will have the same base of information that is being presented to their program teachers.

*How do directors maintain their certificate?*

Directors must attend a minimum number of staff development hours as approved by DESE for certification requirements. Directors receive one in-service credit for attending the Spring Directors Conference and one workshop credit for attending the Fall



Directors Conference. Sign-in sheets maintained by DESE verify attendance at the conferences.

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*How long do I have after a certificate expires to renew the certificate?*

Application for renewal must be submitted to DESE within 60 days following the certificate expiration date.

*How long can a substitute teach without the AEL teaching certificate?*

Substitute teachers may work for 10 units per year without an AEL teaching certificate if they have 60 semester hours of college instruction. A unit is one class session. The length of a class session may vary from local program to local program.

*How will current AEL certified staff change to the new certification?*

Teaching experience and professional development requirements will be used to determine which AEL certificate is received.

*When do the new certification requirements go into effect?*

The revised, AEL teacher certification requirements are planned to go into effect July 1, 2004.



## **SECTION VII - EQUIPMENT, INVENTORY, & TECHNOLOGY**

The following section will give a brief description of general guidelines for the acquisition, use, and disposition of equipment as described in the **Missouri AEL Equipment Guidelines** set forth by DESE AEL. For up-to-date division equipment guidelines, you should also refer to <http://dese.mo.gov/divcareered/equipmentguidelines.htm>.

### **PURCHASE GUIDELINES**

If a local AEL program wishes to purchase equipment that is less than \$1,000.00 there is no requirement to report this to the State AEL office. If a purchase is desired that is more than \$1,000.00 per unit, then the [AEL 4](#) (In the Appendix of the **Missouri AEL Equipment Guidelines**) must be completed and submitted to DESE AEL for prior approval.

### **INVENTORY GUIDELINES**

Inventory of all equipment is the responsibility of the local AEL program. The inventory list should be kept current and available for review. A [Sample Inventory list](#) is provided in the Appendix of the **Missouri AEL Equipment Guidelines**.

### **EQUIPMENT TRANSFERS**

Equipment can be transferred from one AEL program to another by filling out the [AEL Equipment Transfer Form](#) (in the Appendix of the **Missouri AEL Equipment Guidelines**). If you have equipment you are not using, you can send an email to either [MAEL PDC](#), or to the State office for assistance in finding another program that may want the equipment.



## SURPLUS EQUIPMENT

Occasionally, there is available surplus equipment from DESE. If you are interested in finding available surplus, you may contact Surplus Property at 573-751-3145 or visit the website at <http://www.oa.mo.gov/purch/surplus.html>.

## MAINTENANCE & SUPPORT

The local AEL program is responsible for maintaining and repairing all equipment used by the program. The [MAEL PDC](#) supports technology in the local programs by phone or through email. If you would like MAEL PDC to make a site visit for maintenance and repairs, a service fee will be charged.

## DISPOSAL OF EQUIPMENT

Disposal of equipment depends on whether it was purchased with State funds or Federal Funds. For further details, review the [Missouri AEL Equipment Guidelines](http://dese.mo.gov/divcareered//ael_state_plan.htm) at [http://dese.mo.gov/divcareered//ael\\_state\\_plan.htm](http://dese.mo.gov/divcareered//ael_state_plan.htm).

## TECHNOLOGY TRAININGS

All teachers who use software in the classroom are strongly encouraged to attend technology training for that software. It is believed that the training of software has a direct correlation with the productive and successful use of the software. The [MAEL PDC](#) provides training for Plato, Skillsbank, BLS Tutorsystems, Skillstutor, and BLS Tutorsystems online, at no cost to the local program. If a local AEL program has purchased software not covered by the MAEL PDC, the teachers using the software should be provided training by the local program.

## HORIZONLIVE

HorizonLive is an online training center used for meetings, presentations, and staff development activities. In order to use HorizonLive, your computer should have audio capabilities, a microphone, and Internet access. High-speed Internet access is preferred, but not required.



To set up your computer, you can log into <http://channel.horizonlive.com>, when you get to that screen, you will see a 'W' in the middle right side of the screen. The 'W' is for wizard. Click on it and let it walk you through the set up. Use maelpdc as the login name, then your own name for name. HorizonLive will check your computer for the different components needed. *You can skip the real time set up.* After real time, there should be a "HearMe" plugin set up. If you do not get to this, then you will need to ask your IT person to log you in as an administrator in order to do the set up. You will not need to be logged in as an administrator to use HorizonLive.

Detailed equipment definitions can be found on [page 4](#) of the Missouri AEL Equipment Guidelines.

### **FREQUENTLY ASKED QUESTIONS (FAQ'S)**

*When can equipment be removed from the inventory?*

Equipment purchased with *State Funds* that are more than \$1,000.00 must stay on the inventory for 3 years. For specific procedure of equipment disposal, see [page 2](#) of the **Missouri AEL Equipment Guidelines**.

*If hardware is upgraded, how can I get the software loaded to the new equipment?*

Local programs are responsible for loading software onto new equipment. The MAEL PDC will provide the service for the predetermined service fee.

*What can be serviced by the MAEL PDC?*

*MAEL PDC will support ACES.* Phone and email support for other equipment and software will be provided at no charge. If Technology Training is scheduled, MAEL PDC will provide free maintenance and support for training purposes.



## **SECTION VIII - CONTACT INFORMATION**

### **NATIONAL, REGIONAL, STATE, AND LOCAL ORGANIZATIONS AND ASSOCIATIONS**

Adult education is a discipline aligned under the Department of Elementary and Secondary Education Division of Career Education, Adult Education Section. AEL is comprised of professionals who are credentialed by the state teacher certification section.

Adult education teachers and administrators are charged as part of their professional responsibilities to continue professional development efforts. They should seek to acquire information and upgrade skills necessary to provide competent leadership in the planning and implementation of adult education programs and/or classes that meet the need of the target population.

Other ways that adult educators can facilitate their professional growth is to subscribe to professional publications to stay abreast of changes in the field and/or attend and participate in professional conferences.

The following list of national, regional, state and local organizations, associations, and their contact information is a starting point for networking, referral and/or resource purposes.

#### **NATIONAL**

You can access additional national resources by visiting the hot links listed below:

American Association of Adult and Continuing Education (AAACE) [www.aaace.org](http://www.aaace.org)

The National Center on Adult Literacy (NCAL) <http://ncal:literacy.upenn.edu/>

The National Institute for Literacy LINCS [www.nifl.gov/lincs](http://www.nifl.gov/lincs)



The Commission on Adult Basic Education (COABE) [www.coabe.org](http://www.coabe.org)

National Association of Adults with Special Learning Needs (NAASLN) [www.naasln.org](http://www.naasln.org)

## **REGIONAL**

Missouri Valley Adult Education Association (MVAEA) [www.mvaea.com](http://www.mvaea.com)

## **STATE**

It is important as an adult education professional to participate in the state organizations. Listed below are the state organizations and their contact information:

Missouri Association for Adult Continuing and Community Education (MAACCE)  
[www.maacce.org](http://www.maacce.org)

Missouri Adult Education and Literacy Administrators Association (MAELAA)

This is the state adult education and literacy program directors' association. We currently do not have a website. The FY04 president is Diane Schroeder and her email address is [dschroeder@stchas.edu](mailto:dschroeder@stchas.edu). The FY05 president is Galen Snodgrass and his email address is [Snodgrass@carthage.12.mo.us](mailto:Snodgrass@carthage.12.mo.us).



## **STATE DESE CONTACTS**

State Director

[Steve.Coffman@dese.mo.gov](mailto:Steve.Coffman@dese.mo.gov)

(573) 751-1249

Supervisors

[Charles.Desha@dese.mo.gov](mailto:Charles.Desha@dese.mo.gov)

(573) 522-6546

- Data management and collection
- Dropout reporting
- Supplemental Literacy

[Gene.Johnson@dese.mo.gov](mailto:Gene.Johnson@dese.mo.gov)

(573) 522-6547

- Program evaluation
- Special Literacy
- Missouri ESL and EL/Civic Grant
- Review and Renewal

[Mike.Griggs@dese.mo.gov](mailto:Mike.Griggs@dese.mo.gov)

(573) 751-0882

- Program budgeting
- Financial reporting
- Budget transfers
- Bidding and contracts

[Linda.Hays@dese.mo.gov](mailto:Linda.Hays@dese.mo.gov)

(573) 751-1248

- Teacher training
- Curriculum and Instruction
- Distance Learning
- Family Literacy



[Dale.Wimer@dese.mo.gov](mailto:Dale.Wimer@dese.mo.gov)

(573) 526-4826

- Workplace Literacy
- Career Center Collaboration

[Tom.Robbins@dese.mo.gov](mailto:Tom.Robbins@dese.mo.gov)

(573) 522-6548

- Data Management (Future System)
- Technology
- Equipment
- Inventory

[Nancy.Kettenbrink@dese.mo.gov](mailto:Nancy.Kettenbrink@dese.mo.gov) (part-time)

(573) 522-6548

- Marketing

[Christina.Rantz@dese.mo.gov](mailto:Christina.Rantz@dese.mo.gov)

(573) 751-0887

- Secretary

[Dana.Eggleston@dese.mo.gov](mailto:Dana.Eggleston@dese.mo.gov)

(573) 751-1249

- Secretary

### **LOCAL PROGRAMS**

Local program areas are unique in terms of the services available for adult education.

Select [Missouri's AEL program](#) for additional AEL local program information. Broadly speaking, it is a good idea to establish a relationship with local school districts, the United Way, the local Chamber of Commerce, local service clubs, local business schools, community colleges, universities, and Career Center partners.



## **LOCAL LEVEL CONTACTS**

### **Advisory Committee**

Program directors need representation on their advisory committee from a variety of disciplines such as business, industry, colleges, universities, community-based organizations, unions, attorneys, churches, etc.

### **Partners/Contributors**

Adult Education programs are encouraged to partner with any agency, organization, or business serving similar populations. Partners can help provide services for your program and students that your local program cannot provide.

The following is a list of community agencies an AEL director might want to work with as a partner or contributor to the AEL program:

- Businesses
- Caring Communities
- Chamber of Commerce
- Churches
- Division of Social Services
- Economic Opportunity Corporation
- Elementary and secondary schools
- Even Start
- Family Guidance
- Head Start
- Housing Authority
- Job Corps
- Legal Aid
- Literacy associations
- Local action agencies
- Local government agencies
- Parents as Teachers



- Salvation Army
- United Way
- Vocational Rehabilitation
- WIC (Pre/Post natal information)

Additional local level contacts will be identified at the local level; such as, Probation and Parole, DSS, those particular to the local area, etc.

#### Workforce Investment Board (WIB)

- Missouri Department of Economic Development
    - Division of Workforce Development
      - Missouri Career Centers
- [www.works.state.mo.us/es\\_offices](http://www.works.state.mo.us/es_offices)

#### Volunteers

Volunteers are a vital part of an AEL program. A Literacy Coordinator can assist in recruiting, training, and tracking volunteer and low literacy students. Please contact Charles DeSha, [Charles.Desha@dese.mo.gov](mailto:Charles.Desha@dese.mo.gov), concerning the requirements for your Literacy Coordinator. See Section II, Budget/Funding for information concerning the Supplemental Literacy budget.

#### Local Support for Special Needs Students

Currently there is a limited amount of information for serving LD students. DESE and a group of AEL directors are researching and developing guidelines for serving Learning Disabled (LD) and Educable Mentally Handicapped (EMH) students.



## SECTION IX - INDEX/KEYWORDS

### **LISTING OF ACRONYMS**

		<b>Page</b>
AAACE	American Association of Adult and Community Education	VIII-1
ABE	Adult Basic Education	IV-1
ADA	American Disabilities Act	
AEL	Adult Education and Literacy	ii-vi, I-1, II-1,3,4,5, III-1,2,3,4,5, IV-2,3,4,5, V-1,2, VI-1,2,3,4, VII- 1,2,3, VIII-4,5-6
ASE	Adult Secondary Education	
CASAS	Comprehensive Adult Student Assessment System	IV-1,2,3, V-3, IX-3
CATER	Career and Technical Education Resources	VI-4
CBO	Community Based Organization	
COABE	Commission on Adult Basic Education	VIII-2
DESE	Department of Elementary and Secondary Education	iii, v, vi, I-1, II- 3,5,6, III-1,3,4, IV-1,2, VI-1,3,4, VII-1,2, VIII-3,4,5, IX-5
DLT	Distance Learning Teacher	
DOB	Date of Birth	
ECS	Educators Computer Software	V-3
EFL	Educational Functioning Level	IX-3
ESL	English as a Second Language	II-1, IV-1, V-1, VIII-3
FAQ	Frequently Asked Questions	21,23,28,31,35



FER	Fiscal Expenditure Report (formerly AEL Financial Report)	II-1, III-6
FERPA	Federal Educational Right to Privacy Act	
FY	Fiscal Year (FY05)	II-1
GE	Grade Equivalent based on K-12 system of year and month.	IV-3
GED	General Education Development test	II-3, IV-1, IV-2,4,5, V-1,2,3
GEDC	GED Connections	IV-4,5,6
GER	Growth and Expansion Request	II-5-6
IFB	Invitation For Bid	III-1
KET	Kentucky Educational Television	
MAACCE	Missouri Association of Adult Continuing and Community Education	VIII-2
MAELAA	Missouri Adult Education and Literacy Administrators Association	III-2, VIII-2
MSIP	Missouri School Improvement Program	III-4
MVAEA	Missouri Valley Adult Education Association	VIII-2
NRS	National Reporting System standards	II-3, IV-1,2
OSEDA	Office of Social and Economic Data Analysis [MU]	
PBS	Public Broadcasting System	IV-5
PDC	Professional Development Center	Iii, VI-3, VII-1,2,3
PIC	Private Industry Council	
RFP	Request For Proposal	
SORT	Slosson Oral Reading Test	VI-2



SSN	Social Security Number	
TABE	Tests of Adult Basic Education	IV-1,2,3,5, V-3, IX-4,5
TABS	Teacher Aid for Basic Skills (ECS Computer Software)	V-3
WES	Workplace Essential Skills	V-3
WIB	Workforce Investment Board (formerly Private Industry Council (PIC))	III-2, VIII-6

### **LISTING OF DEFINITIONS**

		<b>Page</b>
ACES	Computer based data collection system used by local AEL programs.	I-1, V-3, VII-3
Acquisition Cost	The total cost of a unit of equipment including all accessories and auxiliary apparatus used with the unit.	
Administrative Units	Units used for the administration and record keeping in an AEL program and are purchased with Category II funds. Students should not have access to these units.	
Class Code	A 10-digit code used to specify a particular class site.	
Contact Hour	One hour of instruction a learner receives, or one hour of instructional activity in which a learner engages, when a certified AEL teacher is present or monitors that learner activity. <b>No certified teacher supported through AEL funding may generate more than 15 student contact hours per hour.</b>	I-1, II-2, III-2,3,4, VI-2, IX-5
Core Funding	Funding formula driven by instructional time to grantees on an audited contact-hour basis, and are intended to support basic program operations.	II-2, IX-4
Distance Learning	Learning that takes place outside the traditional AEL classroom, where the teacher and the student are separated by different physical settings.	i, iii, IV-1,5, 6, V-1, VIII-3
Educational Functioning Level	EFL is the level at which the student is functioning academically based on the NRS tables, and is determined by grade equivalent of lowest subject assessed based on lowest subject score on TABE or CASAS.	V-1, IX-5



Eligible Student	Student must be 16 year of age or older and not be enrolled in any state funded program.	V-3
Equipment	Tangible personal property having a useful life of more than one year and not considered to be a supply item.	iv, III-6, VII-1,2,3, VIII-4
Funding Formula	The formula used to calculate operational funding for Missouri AEL providers. The formula is a combination of core funding, performance funding, and targeting funding such as Marketing, Technology, and Data Collection.	II-2
Fiscal Year	The approved term of fiscal operations, typically July 1 through June 30.	I-1, II-1,2,3,4,5,6, III-1, V-2
Final Expenditure Report	FER was formerly known as the AEL Financial Report.	II-1, 4
Fiscal Agent	A specific local school district or intermediate agency that has been designated to submit applications/requests for federal project funds and is the recipient of such funds from the state agency.	II-4
GED Online	Learning that is done primarily in an online classroom setting. Students must pre-and post-test at a local program site and have consistent Internet access to participate in the GED Online classroom.	IV-4, 5
Goals	A learner's self-identified main or secondary reasons for attending the program or class. Learners should only identify those primary or secondary goals that are practically achievable during the program year.	IV-4, V-2
Grade Equivalent	GE is based on K-12 system of year and month.	IV-1, 3, 4
Instructional Computers	Computers used by AEL students and are purchased with Category I funds.	
May	Means that a certain feature, component, or action is permissible, but not required.	II-3,4,6, IV-1,2,3,6, V-1,2,4, VII-1,2



Must	Means that a certain feature, component, or action is a mandatory condition.	I-1, II-1,2,4, III-1, V-2,3, IV-1,2,3,4, VII-1,3 IV-1
National Reporting System	National Reporting System standards require that states collect and report specific information and data, called <i>measures</i> , for the <i>Annual Statistical Performance Report</i> .	
NRS Level	One of six academic levels designed by NRS.	II-3, IV-1,2
Performance funding	Funding based on the number of individuals who attained success through AEL programs and services.	II-3, IV-2,5
Post-test	An approved assessment used to determine student progress. The posttest must be a parallel form of the pretest. For example, if a TABE Form 7, reading assessment is administered as a pretest, the TABE Form 8, reading assessment should be administered as a post-test.	III-4,5, IV-5, V-2
Pre-test	An initial approved assessment used to determine a participant's educational functioning level at entry and to help a teacher/participant develop a study plan.	III-4, V-1,2,3
Retained Student	A learner who attends at least 12 or more contact hours.	
Shall	Means that a certain feature, component, or action is a mandatory condition, same as must.	
Should	Means that a certain feature, component, and/or action are desirable but not mandatory.	III-4,5, IV-3,4, V-1,2,3, VII-1,2,3, VIII-1 IV-5,6
Video	A series of video offerings from the Kentucky Educational Television (KET) Network for students to use in the classroom, in their home, or in a library setting. These are offered through a collaborative effort of DESE and the Missouri Public Libraries.	